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ABSTRACT

In this third grade teaching guide emphasis is placed on community study, providing data for generalizations about cultural diversity. Affective objectives foster curiosity and respect for cultural contributions and differences. Inquiry, critical thinking, geographic and sequential development of skills are stressed. Four resource units that focus on political and social institutions are on contrasting communities, gold mining, Manus Community in the Admiralty Islands, and the Paris community. The first part of the guide gives information on course goals, teaching strategies, the focus of the course, the place of the course in the elementary curriculum, the format of the units, adaptation of the units, and preparation of materials. Over half the document contains charts showing the sequential development of concepts and attitudinal behaviors in this course. Related documents are ED 051 027 through ED 051 034; and SO 005 391 through SO 005 396. (SJM)

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Chelmsford Public Schools

Chelmsford, Massachusetts

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TEACHER'S GUIDE TO

GRADE THREE

on

COMMUNITIES AROUND THE WORLD

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special grant from the United States Office of Education. The resource units w
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FOREWORD

The basic responsibility of the Chelmsford social studies program is the development of informed citizens fully aware of the need for insuring the dignity and worth of the individual, for personal involvement in improving the society they have inherited, and for recognizing the interdependence of all peoples. In the largest sense, then, the goal of the social studies program in the Chelmsford Public Schools is to prepare students for intelligent participation in a free society.

In order to develop a program to achieve this goal a variety of materials were examined along with recent research and curriculum development in social studies education. A strong feeling developed as the result of this study, that materials finally selected for use in the Chelmsford Schools should develop concepts and skills from both the affective and cognitive domain, that the materials foster the development of the process of inquiry, and that the program incorporate the systems approach in its use of media.

Following extensive field testing in Chelmsford classrooms, materials developed at the Project Social Studies Curriculum Center at the University of Minnesota were selected to provide the curricular framework for the Chelmsford program. The resource units that accompany this guide were revised in light of classroom experiences by teams of classroom teachers during the summer of 1968.

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These units are designed to guide the teacher in his use of the multi-media kits that are found in the classroom and in the 16 mm films and videotapes available through the Chelmsford media center. It is strongly suggested by the teachers who worked with the program that the classroom teacher do two things before introducing the unit to his students: read the background paper provided on the culture and then survey the unit and its related materials. Since these units are resource units, teachers are encouraged to add their own ideas for media and teaching strategies. Teachers are also encouraged to develop resource units of their own using the framework of generalizations, skills, and attitudes outlined by the program.

The Chelmsford Public Schools are indebted to Dr. Edith West, Director of Minnesota Project Social Studies, for making the Project's materials available for field testing and for her advice and counsel during the field test period. Special thanks are also extended to the classroom teachers who field tested and revised the resource units for use in the Chelmsford Schools.

Charles L. Mitsakos
Coordinator of Social Studies

August 1, 1968

GOALS FOR THE COURSE

The resource units make it clear that the third grade course is designed to teach attitudes and skills as well as generalizations and concepts. This section deals briefly with the objectives for the course. Charts appended to this guide indicate more specifically the way in which goals are developed in a number of units.

Behavioral Goals Related to Values

The course is designed to help children develop a number of values identified by the Center's staff as goals for the entire social studies program. For example, units are built to try to develop curiosity about social data and scepticism of single causation in the social sciences. The choice of units at this level also indicates rather clearly the staff's concern for helping children learn to accept diversity as natural, to value human dignity, and to appreciate and respect the cultural contributions of other countries. In addition to these goals, which are also goals of earlier courses, this course deals in an introductory fashion with politcal institutions and is designed to help develop a belief that law and government are necessary, as well as to help children learn to value procedural safeguards needed for a fair trial.

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It should not be thought that some of the attitudinal goals are neglected completely merely because there is no check against them under a specific unit on the chart on attitudinal goals. The checks indicate those units in which the goals have been kept in mind in designing specific activities and sometimes the entire unit approach. Many of the others will be reinforced in units in which they are not checked. One of the goals is starred in the chart because it was a major reason for the focus of the course but was not stated as an individual goal within unit objectives.

Skills

This third grade course is designed to develop many skills. A number of these are related to methods of inquiry, but inquiry skills are not the only ones developed. Some of the geographic skills were introduced in the kindergarten and in grades one and two. They are reviewed and developed more intensively at this level. They are also taught again at later levels in the curriculum.

The chart showing the sequential development of skills in this course is presented on pages 26-29 of this guide. It should be noted that some of these

skills are not listed as objectives in more than one unit during the year (e.g. Uses the table of contents and index). Later units, however, give children opportunities to practice and improve most of these skills. A teacher may find that she should work intensively on one of these skills in more than one unit. In this case, she should list it as an objective of the later teaching units.

Some of the skills objectives should be taught in all of the units for which they are listed. These are thinking skills related to inquiry (e.g. sets up hypotheses, classifies data, applies previously-learned concepts and generalizations to new data, generalizes from data, tests hypotheses against data). Moreover, some of the geographic skills should be emphasized in each unit in order to teach children to use them effectively and to develop the habit of using them.

Some of the other skills are listed for more than one unit, but the teacher may decide to postpone teaching the skill in the first unit for which it is listed. Or she may feel that it is unnecessary to teach it to all children in the second unit for which it is listed. (However, she may wish to work on the skill with a group of children who need further work on it.)

Goals Related to Concepts and Generalizations

The Center has chosen to identify important concepts and generalizations from the various social sciences and has for sequential developm K-12 curriculum. The c three is interdisciplin to teach children impor generalizations from th pology, sociology, and attention to concepts f and economics. The con course do not constitut any one of the disciplin are important to each o to several of them. Te concerned about a struc pline should examine the including the paper whic curriculum as a whole. of structure is clarifie papers, particularly in 2. It should be pointed children move through th will develop a structure disciplines. It was not introduce separate struc grade.

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social sciences and has tried to provide for sequential development of them in the K-12 curriculum. The course for grade three is interdisciplinary. It is designed to teach children important concepts and generalizations from the fields of anthropology, sociology, and geography, with some attention to concepts from political science and economics. The concepts taught in the course do not constitute a structure for any one of the disciplines, but those chosen are important to each of them or at times to several of them. Teachers who are concerned about a structure of each discipline should examine the background papers, including the paper which introduces the curriculum as a whole. The staff's view of structure is clarified in the background papers, particularly in papers #'s 1 and 2. It should be pointed out here that as children move through the curriculum, they will develop a structure for each of the disciplines. It was not thought wise to introduce separate structures in the third grade.

Most of the generalizations to be developed are presented in the terms of the social scientist. No attempt should be made to have children learn the statements as presented in the resource units. Children should be encouraged to generalize in their own words.

Even though the objectives for a particular procedure within a resource unit do not show clearly that the procedure is designed to teach children about the culture

concept, the teacher should keep in mind that many of the procedures have been designed to do just this. Details about how people eat, for example, are included not because it is important to know these details. They are included to teach children that all people must eat (a cultural universal) but that what they eat and how they eat may differ from society to society (cultural diversity). Data on Manus canoes and homes or Paris buildings are not important except to develop an appreciation of the skills and culture of Manus or the French. Data on Parisian schools are provided to show that, as in many other societies, not all socialization is left to families but that types of schooling (and so aspects of culture) differ from one society to another. Details of Manus life before and after World War II are important only to develop the concept of culture change. In other words, details about cultures are included only because they are needed to teach certain concepts, generalizations, skills, and attitudes which are the important goals of the program.

The Rationale for the Number of Objectives

The resource units in this course differ from many units in part because of the large number of generalizations and skills to be taught in each. The teacher should remember that these generalizations and skills are reintroduced throughout the course, that many have been introduced in earlier courses, and that all will be reinforced and the generalizations tested against further data in later courses. This means that it is not necessary or wise to spend too much time clinching a single

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generalization in any one unit. Rather, children should generalize and hold these generalizations as tentative -- as hypotheses to be tested more fully as they study other communities. At the end of the course, they should be able to generalize more fully because they will have studied more cultures which they can compare with other cultures studied in earlier years. Children should still understand that generalizations may need to be modified later, that they should be held tentatively, always subject to change in the light of new evidence.

Because of this reinforcement and further development of concepts, generalizations, and skills, it is important for the teacher to read through the objectives of all of the units in the course before she begins teaching at the beginning of the year.

The charts on sequential development of concepts, generalizations, skills, and attitudinal behaviors have been keyed to show which ones are introduced for the first time in the curriculum and which ones are reviewed from earlier grades. Those which have been introduced in earlier courses are marked with stars.

TEACHING STRATEGIES

For a more complete discussion of inquiry approaches in teaching, the teacher should read a number of the background papers. Background paper #1 analyzes in more detail

the Center's point of view about inquiry and what inquiry involves. Background paper #10 examines learning theory in relation to the use of inquiry. Background papers on the individual disciplines focus upon inquiry methods used in those disciplines, not upon inquiry approaches to teaching. However, they discuss inquiry techniques which might be taught to pupils.

The third grade course emphasizes a teaching strategy which encourages children to find out things for themselves rather than one which emphasizes the absorption of generalizations presented ready-made by the teacher. Children are asked to make guesses or set up hypotheses. They undoubtedly arrive at hypotheses by drawing upon previously-learned concepts and generalizations. They decide that some idea they have learned in the past might help them make sense out of this new situation. They cannot be sure, but they think that this might be so. Inquiry also involves gathering data, testing their hypotheses, and generalizing from their findings.

The Center's staff does not believe, nor does this course reflect a belief, that all learning must be developed by this type of teaching strategy. There is also a place at times for children to find out what others think about certain kinds of data. They may do so by listening to the teacher read a story or to a guest speaker or by seeing films. Such activities may help children compare sources of information and provide them with opportunities to evaluate sources. These activities provide children with help in understanding different points of view or how people in other cultures may perceive things. The stories give children a chance to identify with people in the story and so to understand their feelings.

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The stories also give children concrete data from which they can generalize about cultural diversity or universals, about how culture is learned, about norms and values, about socialization, and about governmental services. The teacher should not tell children the generalizations, even when she may provide the raw data from which they can generalize.

There are many occasions in the units when children view pictures and are asked to make guesses about things from these pictures. Questions in the guides should help them make such guesses. Stories and other materials, including maps, can then be used to help them check on their guesses.

Teachers should encourage children's guesses as being as worthwhile at some stages of thinking as statements which present a commentary on facts seen in pictures or heard in stories. At other times, children should be asked to listen or look for things which can be used to test these guesses or hypotheses. Even at this stage, however, children should be rewarded for thinking of new ideas about possible hypotheses or for asking questions which have not been raised earlier. Whether or not children will learn to ask questions, set up hypotheses, and generalize for themselves, depends in part upon whether or not such behavior is discouraged or encouraged by teachers. However, the teacher should not always say "yes" or "that's right" or "good" when a child presents an idea which the teacher thinks good. Rather, the teacher may wish to suggest that this is a new idea or an interesting idea and ask what

ideas other children have. Then children can test different ideas. Teachers can reward or encourage the kinds of behavior desired in many ways other than by saying that the child has come up with a "correct" answer.

At times children may fail to limit generalizations sufficiently or may arrive at faulty generalizations which cannot be supported by present data or knowledge in the social sciences. If so, the teacher should not feel obligated to correct children immediately. Rather, she should have pupils think of these generalizations as possible hypotheses to be tested later. Indeed, at times it is beneficial for children to over-generalize and later discover that they must modify their generalizations. Thus, if in unit one they generalize that too many functions and services are provided by all governments, they will be forced to modify their generalization when they study the Manus later in the year. This experience should help them learn the need to hold generalizations tentatively.

When children arrive at generalizations which are obviously contradicted by data, the teacher needs to consider two questions. First, do later parts of this unit or later units during the year provide material to help them test these generalizations so that children should be permitted to think of them as tentative generalizations or hypotheses until then? Second, do later courses in the curriculum provide material to help them test and limit generalizations? For example, will units in grade four or grade five help them limit a generalization which they have arrived at in grade three?

If the answer to either questions is "yes," it may be wise to let children hold these generalizations tentatively, but to remind them

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On the other hand, suppose the answer to both questions is "no." Or suppose the generalization is not just too broad but is obviously contradicted by data which children have already come across or which could be presented to them in an understandable form within the unit being studied. The teacher should then spend more time helping children test their generalizations at this time. Rather than merely telling children that their generalization is wrong or needs to be modified, the teacher might confront children with data. For example, she could read excerpts from books, tell stories, show pictures or films, or merely relate certain facts. This data should be such as to lead children to modify their generalization or arrive at a better generalization without telling them what is wrong.

FOCUS OF THE THIRD GRADE COURSE

In this course the emphasis in the curriculum shifts from "Families Around the World." In grades one and two the family was used as a vehicle to teach a series of important social science concepts related to culture, social organization, (including the family as an institution), social process, and site. In grade three the community is used as a vehicle to teach about more social science concepts developed earlier. By focusing upon communities and

cultures not studied earlier, this course provides the data for further generalizations about cultural diversity and uniqueness, norms and values, and culture as learned behavior. The study of new cultures will support and expand children's previous learning about cultural universals and the psychic unity of mankind. (It should be noted that again children study a non-western culture during the course of the year.) As in grades one and two, the communities are used to teach children more site concepts and to review and extend their map-reading skills.

GENERAL OUTLINE OF THE COURSE

Grade three includes the following units:

Unit 1. Contrasting Communities in the United States.

This unit focuses upon the study of the children's own community but includes the study of New York City.

Unit 2. An American Frontier Community: Early California Gold Mining Camp.

This community was chosen to emphasize the need for law and government and the way in which people take their culture with them to new places.

Unit 3. The Manus Community in the Admiralty Islands.

This community is studied in two periods, both before and after contact with American soldiers during World War II. The unit emphasizes change through cultural diffusion, the persistence of some cultural traits despite drastic change, and the cultural use of the environment.

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Unit 4. The Paris Community.

This community has been chosen to illustrate an urban community in another culture. It provides a contrast with the urban community studied in the local area and illustrates both diversity and cultural universals.

As children study each of these communities, they also study the situation of the community in relationship to other places, the site of the community, and a number of geographic concepts and generalizations. In addition, they review and expand their map and globe skills.

THE PLACE OF THE COURSE IN THE ELEMENTARY CURRICULUM

It is important to note the way in which the third grade course fits into the entire elementary school curriculum in social studies. The third grade teacher would be wise to read through the units in the earlier grades so that she can help children make comparisons between cultures studied in grades one and two.

It seems appropriate to have children begin their study of culture by focusing upon only one institution -- an institution close to their lives. However, the two-year sequence on "Families Around the World" in grades one and two does introduce several other institutions as children focus upon the family. Children note differences in education and religion. They are also introduced to simple economic ideas such as interdependence. However, institutions

other than the family are not studied in detail until grade three.

The course in grade three uses the theme of "Communities Around the World" to focus upon other social institutions: schools, the church, and political institutions. Some economic concepts are introduced, but the major focus upon economic institutions does not come until grade four.

The course in grade four again uses the theme of "Communities Around the World." However, it focuses upon contrasting economic systems. Children will spend a large portion of their time finding out in simple terms how our own economic system operates. They will also discover that in some societies the government plays a greater role and that in some other societies traditional reciprocal relationships among people are more important to exchange than is our type of market relationship. Children will learn that the total way of life, including cultural values, affects economic systems.

In both the third and fourth grades, institutions are added to a study of other institutions which pupils have examined earlier. That is, as children look at the Manus or at the Paris community in grade three, they will also notice things about the family life in these communities. As children look at economic life in the Village of India in grade four, they will find out much about the family life and the social and political life in an Indian village. In this fashion children study more institutions in each grade level until they are able to look at total cultures without too much confusion.

Since the courses in grades one through four focus upon different cultures, children will find each unit new and interesting. They will also be able to make many comparisons with what

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they have studied earlier. They should continue to generalize about cultural diversity and universals as they study each new culture.

There is only minimal overlap in cultures studied in grades one through four. True, children do study their own and a contrasting community in the United States in grade three and they also study the economic system of their community in grade four. They study a Soviet family in grade two and how the economic system operates in the U.S.S.R. in grade four. This attention to the Soviet Union seems justified by its present role in world affairs. Children also study American culture in two other units: the colonial family of Boston and the early mining community in California. This much attention to the American scene is appropriate for children in American schools.

In grade five children study in much more detail how different cultures or the same people over time use the same physical environment in terms of their cultural values, perceptions, and level of technology. The focus is upon the geography of the United States, Canada, and Latin America.

Children become acquainted with a wide variety of cultures as they progress through the elementary school years. In each grade from 1 - 4 they are introduced to at least one non-western culture. In grade five they spend considerable time studying Latin American countries.

THE FORMAT OF RESOURCE UNITS

The main body of each resource unit is set up in a double-page format to help

teachers see the relationship among objectives, content, teaching procedures and materials of instruction. The objectives column on the left answers the questions: Why should we teach this content and use this procedure? The second column on the left-hand page presents an outline of content. It answers the question: What topics should we teach? The third column (found on the right-hand page) includes teaching procedures. It answers the question: How can we teach these objectives and this content? And the last column on materials of instruction answers the question: With what materials can we teach the objectives and content and handle the procedures?

A key is used in the objectives column to make the type of objective stand out clearly. Generalizations are preceded by a G and are in plain type. Skills are preceded by an S and are underlined. Attitudinal behaviors are preceded by an A and are in capital letters.

The materials column does not present bibliographic data or all possible materials. Complete bibliographic data can be found in the bibliography at the end of the unit.

If nothing is printed in the content column opposite a particular procedure, the teacher should look at the last content presented for an earlier procedure. It is not repeated for each new procedure.

If no objective is found in the left-hand column for a particular procedure, the teacher should look at the last objective(s) listed in the column for a single procedure. The same objectives are not repeated until a different objective intervenes.

It should be noted that any one teaching procedure may he
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the objectives column to fective stand out clearly. preceded by a G and are in are preceded by an S and are inal behaviors are preceded capital letters.

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nted in the content column r procedure, the teacher last content presented for e. It is not repeated for

is found in the left-hand ular procedure, the teacher last objective(s) listed in gle procedure. The same repeated until a different s.

d that any one teaching procedure may help develop several generalizations, one or more skills, and one or more attitudes. Indeed, the most useful procedures are frequently those which help achieve several types of objectives.

By knowing what generalization(s) are listed for a particular procedure, the teacher can direct her handling of the procedure to appropriate ends. However, she should not feel that children should learn a generalization as the result of this one procedure. The procedure whould help lead to the development of the generalization, but it is almost never the only procedure aimed at accomplishing this end, even within the same unit.

ADAPTING RESOURCE UNITS TO SPECIFIC CLASSES

Since the units provided are resource units, teachers are not expected to use all of the teaching procedures. Rather, they should select procedures which are most suitable for their class. They may need to omit some procedures, adapt others, and add still others. Teachers are encouraged to add their own ideas for materials and teaching procedures. These units are intended to suggest possibilities, not to present a cut-and-dried course.

As the teacher develops a teaching unit for her class, she should make a selection from the resource unit in terms of:

1. <u>The objectives she wishes to emphasize in the unit.</u>

   For example, if she discovers that pupils need much more help on certain map-reading skills, she may wish to add

some objectives which do not appear in the resource unit.

2. The general ability level of the class.

For example, in a class of largely low ability children, she may wish to spend more time on some of the activities which call for use of pictorial materials.

3. Differences in interests and ability among members of the class.

This criterion is particularly important in selecting individual and small group activities and materials.

4. The previous experiences of children.

The selection of objectives, content, procedures, and materials will depend in part upon previous experiences outside of school such as trips, visits to museums, where children have lived prior to coming to the community, the socio-economic background of children, etc. It will also depend upon whether or not children have come through earlier courses in the curriculum. Much more attention will have to be paid to geographic skills and concepts if children have not had the earlier courses. Moreover, more time should be spent on an analysis of the family as an institution in each of the communities studied if children have not had at least one of the courses in the first two grades.

5. Available materials (including books, films, pictures, and resource people in the community.)

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As teachers adapt and add to units, they should keep in mind certain things about how the course has been developed. First, there is a flow to each unit. Certain things are placed first and other things later because of the need to develop certain concepts or skills or present certain data or ideas before other ideas or skills are presented. Before the order of procedures or content is shifted, the teacher needs to analyze the concepts, data, and skills needed to teach each procedure in order to decide whether the shift is wise, or, if it is made, what else needs to be shifted in order to provide the background for carrying out the procedure. Whatever the teacher does, she should develop a logical flow. A jumbled order which has no logical progression may interfere with pupils' organization and development of ideas.

As a teacher shifts activities around, she should also remember that each procedure is written to accomplish certain objectives. If an introductory activity is shifted to a later point in a unit, it probably needs modifying to provide for greater analysis than is called for in a procedure designed to explore children's knowledge, skills, and attitudes, arouse their interest, or develop an overview of the unit. Use of a film in the early stages of a unit will differ from its use in later stages.

It would be possible for the teacher to shift the order of units as well as to modify each resource unit. This might be done with the units following the intro-

ductory one. Again, however, the teacher will have to make adjustments if the order is shifted, since the units as now written call for drawing upon concepts, generalizations, and skills developed in the earlier units.

PREPARATION OF THESE MATERIALS

The Curriculum Center at the University of Minnesota had as its major goal the development and try-out of a new curricular framework for grades K - 12. The basic assumptions of the staff and the criteria for selecting topics are discussed in the Center's Background Paper # 1. A tentative curricular framework was used in developing a series of resource units and sample pupil materials at various levels where they were needed. No attempt was made to develop a complete set of materials for children. Rather, the aim was to try out the curriculum using as many materials available from other sources as possible, and supplementing these materials with a few developed by the Center only where they were needed in order to teach the units.

Background papers for units were developed by Caroline Rose, the staff's sociologist, Robert Berkhofer, Jr., the staff's historian, and Albert Anderson, a visiting sociologist.

The resource units and stories for children were developed by a number of people. Drafts for preliminary try-out were developed by Professors Vincent Rogers and Everett Keach of the University of Minnesota, Professor Ray Muessig of Ohio State University, Mrs. Dorothy Dolmar of the Richfield Public Schools, Mr. Allan Kyle, an instructor at the University of Minnesota, and Mrs. Dorinda McClellan, at the time at the laboratory school at Bemidji State College in

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da McClellan, at the time at the
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Minnesota. The materials were all developed under the general direction of Professor Rogers.

Following a period of field testing in the Chelmsford Public Schools, the units were revised by a team of Chelmsford teachers during the summer of 1968. Margaret Theroux, Lois Haslam, and Jane Hitchcock made up this team.

	SEQUENTIAL DEVELOPMENT OF CONCEPTS	RURA URB (U.S
	CULTURE	X
*	1. Diversity	X
*	2. Uniqueness	
*	3. Norms and values	X
	a. Law	X
*	4. Learned behavior	X
*	5. Universals (and psychic unity of mankind)	X
*	6. Change	X
*	7. Persistence	
*	8. Cultural use of environment	X
	SOCIAL PROCESSES	X
*	1. Socialization	X
*	2. Application of sanctions to achieve social control	
*	3. Conflict	X
	4. Accommodation	X
	5. Communication	
	SOCIAL ORGANIZATION	X
	1. Institutions	X
	a. Government	X
	* b. Education	X
	* c. Church or religion	X
	* d. Family	
*	2. Role	X
	3. Leadership	
*	4. Functions	
	5. Primary and secondary groups	X
	6. Community	X
*	7. Interdependence	X
	LOCATION	X
*	1. Position	
*	2. Situation	
*	3. Site	

* Introduced in earlier courses.

SEQUENTIAL DEVELOPMENT OF CONCEPTS	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
	X	X	X	X
y	X	X	X	X
ss		X	X	X
d values	X	X	X	X
	X	X		X
behavior	X	X	X	X
ls (and psychic unity of mankind)	X	X	X	X
	X	X	X	X
nce		X	X	
use of environment	X	X	X	X
SSES	X	X	X	X
ation	X	X	X	X
ion of sanctions to achieve social control		X	X	
	X	X	X	X
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h or religion	X	X	X	X
y			X	X
	X	X	X	
p			X	
		X	X	
nd secondary groups	X			X
	X			X
ndence	X		X	
	X	X	X	X
		X	X	X
		X	X	X
		X	X	X

oduced in earlier courses.

	RURAL URBAN (U.S.)
* a. Mountains	
b. Volcano	
* c. Canyons	
d. Gulch	
* e. River	
f. River's source	
g. River bar	
h. River Valley	
* i. Plain	
j. Marshlands	
* k. Ocean	
l. Lagoon	
m. Coral Reef	
n. Coral Atoll	
* o. Island	
p. Resources	
* q. City	
r. Rainforest	
* s. Village	
t. Climate	
u. Temperature	
v. Precipitation	
w. Seasonal Variation	
x. Elevation	
INTERRELATEDNESS	
1. Areal association	
* 2. Trade	X
* 3. Interdependence	X
* CHANGE (man-made)	X
* CULTURAL USE OF ENVIRONMENT	X
ECONOMIC CONCEPTS	
1. Productivity	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
ins		X	X	
D			X	
s		X		
		X		
			X	X
s source		X		
bar		X		
Valley				X
				X
nds			X	
			X	X
			X	
eef			X	
toll			X	
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	X	X	X	X
ence	X	X	X	X
e)	X	X	X	X
ENVIRONMENT	X	X	X	X
TS				
y		X		

ced in earlier courses.

		RURAL URBA (U.S.
*	2. Trade	X
	3. Supply	
	4. Demand	
	5. Price	
*	6. Tools	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
	X	X	X	X
		X		
		X		
		X		
		X	X	

duced in earlier courses.

	GENERALIZATIONS	RU U (U
*	1. All people, regardless of where they live or to what race, nationality, religion, or era they have belonged, have many things in common.	
	* a. All people, everywhere, have certain basic physical drives, although they satisfy them differently.	
	* b. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.	
	* c. Human beings everywhere have acquired needs for positive affect (affection) and inter-action with other human beings (gregariousness).	
	* d. The broad outlines of the ground plan of all cultures are about the same because men always and everywhere are faced with certain unavoidable problems rising out of the situation given by nature	
	* 1) Every culture must provide for the satisfaction of the elementary biological requirements such as food and warmth, and the need for positive affection and gregariousness.	
	* 2) All cultures require a certain minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.	
	* 3) In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.	
	* 4) All societies have some means of socializing children.	
	5) All societies have some type(s) of religion.	
	6) All societies have some laws (rules) which will be enforced through force if necessary.	

* Introduced in earlier courses.

GENERALIZATIONS	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
eople, regardless of where they live or to what nationality, religion, or era they have belonged, many things in common.	X	X	X	X
ll people, everywhere, have certain basic hysical drives, although they satisfy them ifferently.			X	X
uman beings exhibit the same kinds of emotions, lthough they may express them in different ways nd the emotions may be aroused by different things.			X	X
uman beings everywhere have acquired needs for ositive affect (affection) and inter-action with ther human beings (gregariousness).				X
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) Every culture must provide for the satisfaction of the elementary biological requirements such as food and warmth, and the need for positive affection and gregariousness.	X	X	X	
) All cultures require a certain minimum of reciprocal behavior for cooperation to obtain subsistence and other ends of social life.	X	X	X	
) In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.	X	X	X	
) All societies have some means of socializing children.	X	X	X	
) All societies have some type(s) of religion.	X	X		X
) All societies have some laws (rules) which will be enforced through force if necessary.	X	X		

ntroduced in earlier courses.

	RURA URB (U.S
* 7) Certain family functions are found universally in all societies.	
* 2. Ways of living differ from one society to another and within the same society; they differ from one period to another within the same country. Indeed, each culture is unique.	X
* a. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.	
* b. People differ as to how they expect people to act and as to what they think good and bad.	X
c. Although all societies have some kind(s) of religion, religious beliefs differ from society to society.	
d. Societies differ in terms of the kinds of services which are provided by governments.	X
e. Although all societies use both positive and negative social sanctions, the particular sanctions used may differ.	
f. Cities are made up of many people from many different backgrounds; consequently, there are people who behave quite differently even within one city; nevertheless, the people of the city share some common meanings and values.	X
* 3. Culture is learned, not inborn.	X
* a. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.	X

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
) Certain family functions are found universally in all societies.				X
of living differ from one society to another and n the same society; they differ from one period nother within the same country. Indeed, each re is unique.	X	X	X	X
luman beings have the potential to exhibit ex- remely variable behavior, depending upon their atural and cultural environment; they satisfy heir drives and needs differently.			X	X
eople differ as to how they expect people to act nd as to what they think good and bad.	X		X	
lthough all societies have some kind(s) of eligion, religious beliefs differ from society to ociety.				X
ocieties differ in terms of the kinds of services hich are provided by governments.	X	X		
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n every society human beings learn a culture in he process of growing up; this culture is the earned behavior patterns shared by members of heir group.	X		X	X

ntroduced in earlier courses.

	RURA URE (U.S
1) People are able to predict each other's behavior and so get along with each other because they share common meanings and norms.	
2) Language enables man to make his experiences continuous and to apply previous experience to new problems beyond actual physical experience; it makes cumulativeness of culture possible.	
3) The meanings of certain gestures are determined by the culture and differ from one society to another.	
* b. The members of every group direct expectations (organized into roles) toward other members; they apply both positive and negative sanctions to get members to behave in certain ways.	X
* c. In almost all societies some aspects of socialization are entrusted to people outside the child's family; most societies have formal schools to educate children.	X
d. A person may learn and assume many different roles at any particular period of his life; every person must learn new roles as he develops and matures.	X
4. People live in many groups in addition to their family group.	X
a. Some groups have direct, intimate face-to-face relationships; others have indirect, or less personal, less stable and long lasting relationships.	X
b. Sometimes people are expected to behave in one way by members of one group to which they belong and another way by another group to which they belong; when they face role conflicts, they usually behave in accordance with the desires of the group to which they feel the strongest ties.	X

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
ple are able to predict each other's be- ior and so get along with each other because share common meanings and norms.				X
guage enables man to make his experiences tinuous and to apply previous experience to problems beyond actual physical experience; makes cumulativeness of culture possible.			X	X
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st all societies some aspects of socializa- entrusted to people outside the child's most societies have formal schools to children.	X			X
may learn and assume many different roles particular period of his life; every person rn new roles as he develops and matures.	X			
in many groups in addition to their family	X			X
ups have direct, intimate face-to-face ships; others have indirect, or less , less stable and long lasting relation-	X			X
s people are expected to behave in one way rs of one group to which they belong and way by another group to which they belong; y face role conflicts, they usually behave dance with the desires of the group to ey feel the strongest ties.	X			

ced in earlier courses.

		RURA URB (U.S
	c. Communities are groups of people living together in the same general area and sharing a culture and common problems; there are different sizes and kinds of communities.	X
	d. People in small communities in which people are homogeneous in culture and which are characterized by primary group relationships, may have a strong sense of belonging, evidence a good deal of mutual assistance and cooperation, and may strongly discourage individual behavior which is different from that of the community.	X
	e. People in large communities which are made up of many groups of variable and non-homogeneous cultures and in which the individual may have many secondary relationships but fewer primary relationships, may allow a wider latitude of behavior to the individual and a greater amount of privacy; large communities may also allow the individual to be more lonely and dependent on others he does not know or may never seen for many of his needs.	X
	f. Large cities are characterized by a large number of people per sqaure mile, by a great division of labor and specialization, by a demand for many services (private and governmental), by a heterogeneous population, and by greater anonymity than found in smaller communities.	X
5.	All societies develop means of enforcing laws (or rules) and working out new laws.	X
	a. Some norms are considered so important by a society that they will be enforced through the use of force if necessary; other norms are considered less important.	X

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
nities are groups of people living together e same general area and sharing a culture and n problems; there are different sizes and of communities.	X			
e in small communities in which people are eneous in culture and which are characterized imary group relationships, may have a strong of belonging, evidence a good deal of mutual tance and cooperation, and may strongly rage individual behavior which is different hat of the community.	X			
in large communities which are made up y groups of variable and non-homogeneous es and in which the individual may have many lary relationships but fewer primary relation- may allow a wider latitude of behavior to dividual and a greater amount of privacy; communities may also allow the individual to e lonely and dependent on others he does ow or may never seen for many of his needs.	X			
cities are characterized by a large number ple per sqaure mile, by a great division of and specialization, by a demand for many es (private and governmental), by a hetero- s population, and by greater anonymity than in smaller communities.	X			X
ies develop means of enforcing laws (or working out new laws.	X	X		X
orms are considered so important by a society hey will be enforced through the use of force essary; other norms are considered less ant.	X	X		

uced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MININ
b. All societies have potential conflict and must develop means of trying to settle disputes and accommodate differences; in every society there is some means of making authoritative decisions when people's goals differ.	X	X
c. In many societies governmental institutions are established to enforce laws and work out new laws.	X	X
d. Government action may help increase as well as restrict individual rights.	X	X
1) Governments restrict people who would interfere with the rights of or even the life of others.		X
2) Governments enforce laws with force if necessary.		X
e. The greater the population density, the greater the need for more laws and for some institutions for changing laws.		X
6. Governments provide many services which people cannot provide for themselves.	X	X
a. Governments frequently provide schools.	X	X
b. Governments provide protection against outside attack and frequently provide protection against other dangers (crime, fire, disease).	X	protec agains crime
c. Governments frequently build roads to make it easier for people to travel from one place to another; they frequently building bridges across rivers.	X	
d. Governments frequently provide certain kinds of recreational facilities or services (parks, playgrounds, swimming beaches, etc.).	X	
e. Governments may provide other kinds of services (mail, water supply, etc.).	X	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
societies have potential conflict and must lop means of trying to settle disputes and mmodate differences; in every society there is means of making authoritative decisions when e's goals differ.	X	X		X
ny societies governmental institutions are blished to enforce laws and work out new laws.	X	X		
rnment action may help increase as well as rict individual rights.	X	X		X
overnments restrict people who would interfere ith the rights of or even the life of others.		X		X
overnments enforce laws with force if ecessary.		X		X
reater the population density, the greater the for more laws and for some institutions for ing laws.		X		
ts provide many services which people cannot or themselves.	X	X		X
nments frequently provide schools.	X	X		X
nments provide protection against outside k and frequently provide protection against dangers (crime, fire, disease).	X	protect against crime	X	X
nments frequently build roads to make it r for people to travel from one place to er; they frequently building bridges across s.	X			X
nments frequently provide certain kinds of ational facilities or services (parks, play-ds, swimming beaches, etc.).	X			X
nments may provide other kinds of services , water supply, etc.).	X			X

duced in earlier courses.

	RURAL & URBAN (U.S.)
7. The members of a group are likely to delegate responsibilities and rights; they assign certain role behaviors.	
* a. Families in all societies delegate responsibilities and rights (specific roles to different family members); age and sex are principles used in all societies to differentiate family roles and status.	
b. Leadership is necessary to maintain group cohesion, especially during periods of change.	
* 8. Although culture is always changing, certain parts or elements may persist over long periods of time.	
* a. Innovations occur in all societies; they occur in ideas and behavior, not just in things.	
* b. Culture changes as a result of diffusion (accepting patterns of behavior practiced by other groups).	
1) Innovations or changes in a culture or group are most commonly made by accepting patterns of behavior already practiced by other groups (i.e. by diffusion rather than invention).	
c. Sometimes change comes slowly, but radical and far-reaching alterations of a society's culture may take place; such social or revitalization movements may redesign the pattern of community life and transform the way in which people feel about themselves.	
1) Far-reaching changes may occur when members of a society feel that major wants are unfilled and prospects of fulfillment are impossible under existing conditions.	
* d. Culture changes, although it changes more rapidly and drastically in some times and places than in others.	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
mbers of a group are likely to delegate responsi-es and rights; they assign certain role behaviors.		X		
milies in all societies delegate responsibilities d rights (specific roles to different family mbers); age and sex are principles used in all cieties to differentiate family roles and status.			X	
adership is necessary to maintain group cohesion, pecially during periods of change.			X	
gh culture is always changing, certain parts or ts may persist over long periods of time.		X		X
novations occur in all societies; they occur in eas and behavior, not just in things.		X	X	X
ture changes as a result of diffusion (accepting tterns of behavior practiced by other groups).				X
Innovations or changes in a culture or group are most commonly made by accepting patterns of behavior already practiced by other groups (i.e. by diffusion rather than invention).			X	
metimes change comes slowly, but radical and t-reaching alterations of a society's culture take place; such social or revitalization move-nts may redesign the pattern of community life d transform the way in which people feel about mselves.			X	
Far-reaching changes may occur when members of a society feel that major wants are un-filled and prospects of fulfillment are impossible under existing conditions.			X	
ture changes, although it changes more rapidly d drastically in some times and places than in ers.			X	X

troduced in earlier courses.

	RURAL & URBAN (U.S.)
* e. An important change in one aspect of a society's culture will result in changes in other aspects of their culture.	X
f. Persistence of culture traits is a result of either a reluctance to change or a lack of exposure to conditions which further change.	
1) People in all societies change their behavior only if they feel a need to do so.	
2) Communication barriers are an important obstacle to cultural diffusion.	
3) Close and continuing contact with groups which continue to support a group's values and norms may retard the acceptance of other values and norms through the process of diffusion.	
4) Some values are conducive to change; some make change difficult.	
g. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.	
1) Even when a major reorganization of society and its culture takes place, not all of a culture is completely modified.	
9. Every place has three types of location: a position, a site, and a situation.	X
a. Location is a position which sets a phenomenon at a specific point on the earth's surface, usually designated by an abstract grid and described in terms of latitude and longitude.	
* 1) Things can be located at specific spots on the earth's surface.	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
important change in one aspect of a society's ture will result in changes in other aspects their culture.	X	X	X	
sistence of culture traits is a result of either eluctance to change or a lack of exposure to ditions which further change.			X	
People in all societies change their behavior only if they feel a need to do so.			X	
Communication barriers are an important obstacle to cultural diffusion.			X	
Close and continuing contact with groups which continue to support a group's values and norms may retard the acceptance of other values and norms through the process of diffusion.			X	
Some values are conducive to change; some make change difficult.			X	
ple usually do not discard a trait completely; y are more likely to modify it to fit into new uations.		X	X	
Even when a major reorganization of society and its culture takes place, not all of a culture is completely modified.			X	
lace has three types of location: a position, and a situation.	X		X	X
ation is a position which sets a phenomenon a specific point on the earth's surface, usually ignated by an abstract grid and described in ms of latitude and longitude.			X	X
Things can be located at specific spots on the earth's surface.				X

roduced in earlier courses.

		RURAL URBAN (U.S.)
	b. Situation describes a phenomenon in areal relationship with other phenomena with which it is associated.	
	1) It is important to know the direction and distance from other places.	
	* a) Places can be located in relationship to where we live in terms of their distance and direction from us.	
	2) It is important to know the functional relationship to other places.	
	c. Site relates a phenomenon to the detailed physical setting of the area it occupies.	
10.	Phenomena are distributed unequally over the earth's surfaces, resulting in great diversity or variability from one place to another.	
* 11.	Temperature is affected by a number of factors such as distance from the equator, closeness to large bodies of water, and elevation.	X
	a. Air over or close to an ocean or any large body of water is usually cooler in summer and warmer in winter than air which is a considerable distance from the ocean or body of water.	
	1) The ocean and other large bodies of water do not heat up so rapidly as land nor cool so rapidly as land.	
	* b. Temperature is affected in part by elevation. Air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.	
	* c. Temperature and seasonal differences are affected in part by distance from the equator; temperature ranges are smaller near	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
Situation describes a phenomenon in areal relationship with other phenomena with which it is associated.		X	X	X
1) It is important to know the direction and distance from other places.		X		
* a) Places can be located in relationship to where we live in terms of their distance and direction from us.				X
2) It is important to know the functional relationship to other places.		X		
Site relates a phenomenon to the detailed physical setting of the area it occupies.			X	X
omena are distributed unequally over the earth's ces, resulting in great diversity or variability one place to another.	X	X		
erature is affected by a number of factors such stance from the equator, closeness to large s of water, and elevation.			X	X
ir over or close to an ocean or any large body f water is usually cooler in summer and warmer n winter than air which is a considerable distance rom the ocean or body of water.				X
) The ocean and other large bodies of water do not heat up so rapidly as land nor cool so rapidly as land.				X
* b. Temperature is affected in part by elevation. Air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.			X	X
* c. Temperature and seasonal differences are affected in part by distance from the equator; temperature ranges are smaller near				

ntroduced in earlier courses.

		RURAL & URBAN (U.S.)	M
	the equator than farther away from it.		
12.	Precipitation is affected by factors such as distance from bodies of warm water, wind direction, and temperature.		
13.	Nature changes the character of the earth through physical and biotic processes.	X	
* 14.	Some things can be produced better in one place than in another because of climate, resources, access, people's skills, etc.	X	
15.	Towns need means of shipping goods in and out; they are likely to grow up where transportation is good.		
16.	Man needs drinking water to survive; he also needs water for many of his economic activities such as growing crops and manufacturing.		
* 17.	People living in a particular environment or in similar physical environments use the environment according to their cultural values, knowledge, and technology.	X	
	* a. Man changes the character of the earth.	X	
	* b. Airplanes can follow the shortest distance between two points more easily than can other types of transportation because they can fly over both land and water, and over hindrances to surface transportation such as swamps, mountains, or ice. Airplanes are also faster than land transportation.		
* 18.	Division of labor and specialization can make possible increased production.	X	
	a. Division of labor and specialization can increase a person's output.	X	
	b. Cities usually have a greater division of labor and specialization than small towns or farm areas.	X	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
the equator than farther away from it.			X	
tation is affected by factors such as distance ies of warm water, wind direction, and tempera-			X	
hanges the character of the earth through and biotic processes.	X	X	X	
ngs can be produced better in one place than in because of climate, resources, access, people's etc.	X		X	
ed means of shipping goods in and out; they are o grow up where transportation is good.				X
s drinking water to survive; he also needs r many of his economic activities such as grow- s and manufacturing.				X
iving in a particular environment or in similar environments use the environment according cultural values, knowledge, and technology.	X	X	X	
changes the character of the earth.	X	X		
lanes can follow the shortest distance between points more easily than can other types of sportation because they can fly over both land water, and over hindrances to surface trans- ation such as swamps, mountains, or ice. Air- es are also faster than land transportation.				X
of labor and specialization can make possible d production.	X			
sion of labor and specialization can increase rson's output.	X	X		
es usually have a greater division of labor and ialization than small towns or farm areas.	X			X

oduced in earlier courses.

		RURAL & URBAN (U.S.)	G MI
*	19. The people who live in one community depend upon each other for different goods and services, for markets for their goods and services, and help in solving problems.	X	
*	20. People in most societies of the world depend on people who live in other communities, regions, and countries for certain goods and services, for markets for their own goods and services, and for help in solving problems.	X	
	a. People who live in cities depend upon farmers for much of their food.		
	21. An individual may learn a variety of occupational skills and may earn his living in many different ways. His choice of vocation may be influenced by numerous factors, including the groups to which he belongs.	X	
*	22. Improved tools can make posssible increased production.		
	23. The price of a good rises when the supply of this good is in short supply as compared to the demand for the good. If the money supply increases while the supply remains the same, the demand increases and prices rise.		

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
ople who live in one community depend upon each for different goods and services, for markets eir goods and services, and help in solving ms.	X			X
in most societies of the world depend on people ve in other communities, regions, and countries rtain goods and services, for markets for their ods and services, and for help in solving pro-	X		X	
ople who live in cities depend upon farmers for ch of their food.				X
ividual may learn a variety of occupational skills y earn his living in many different ways. His of vocation may be influenced by numerous fac- including the groups to which he belongs.	X			
ed tools can make possible increased production.		X		
ice of a good rises when the supply of this good short supply as compared to the demand for the If the money supply increases while the supply s the same, the demand increases and prices rise.		X		

troduced in earlier courses.

SEQUENTIAL DEVELOPMENT OF SKILLS	RURAL & URBAN (U.S.)	G MI
ATTACKS PROBLEMS IN A RATIONAL MANNER.		
* 1. Sets up hypotheses.		
LOCATES INFORMATION EFFICIENTLY.		
* 1. Uses the table of contents and the index of a book.		
2. Uses encyclopedias.		
GATHERS INFORMATION EFFECTIVELY.		
1. Listens for main ideas and supporting details.		
a. Listens to discussion for main ideas and supporting details and to evaluate what he hears.	X	
* 2. Gains information by studying pictures.		
a. Draws inferences from pictures.		
3. Gains information from interviews.		
* 4. Interprets a simple graph used to convey social studies data.	X	
5. Uses dictionaries effectively.		
a. Alphabetizes words in order to locate definitions.		
b. Uses guide words at top of pages.		
6. Reads for the main ideas; is able to use introduction, summaries, and headings to pick out main ideas.		
7. Reads for details which support or contradict generalizations and main ideas.		
* 8. Gains information by making, and observing, and using models.		
EVALUATES INFORMATION.		
1. Checks on the accuracy of information and decides how much faith to put in the source.		
2. Distinguishes between primary and secondary sources of information.		
* a. Checks on the bias and competency of witnesses, authors, and producers of materials.	X	

* Introduced in earlier courses.

AL DEVELOPMENT OF SKILLS	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
MS IN A RATIONAL MANNER.				
potheses.		X	X	X
ATION EFFICIENTLY.				
able of contents and the index of a book.		X		
lopedias.			X	
ATION EFFECTIVELY.				
r main ideas and supporting details.		X	X	X
s to discussion for main ideas and supporting s and to evaluate what he hears.	X			
rmation by studying pictures.			X	X
inferences from pictures.			X	
rmation from interviews.				X
a simple graph used to convey social studies	X			
onaries effectively.		X	X	
etizes words in order to locate definitions.		X	X	
uide words at top of pages.		X	X	
the main ideas; is able to use introduction, and headings to pick out main ideas.		X		
details which support or contradict generali- d main ideas.		X	X	
rmation by making, and observing, and using			X	
RMATION.				
the accuracy of information and decides how to put in the source.		X		
hes between primary and secondary sources tion.			X	X
on the bias and competency of witnesses, s, and producers of materials.	X	X		

uced in earlier courses.

	RURAL & URBAN (U.S.)	G MI
1) Notes opportunities of witness to observe place or event, how closely he did observe, his training and qualifications for observing or studying places or events, the time elapsing between observation and the writing of the account.		
2) Notes author's training, position, status in profession, sources of information, techniques for collecting and analyzing data, etc.		
* 3. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.		
ORGANIZES AND ANALYZES INFORMATION AND DRAWS CONCLUSIONS.		
1. Identifies differences among data.		
* 2. Categorizes data.		
* 3. Applies previously-learned concepts and generalizations to new data.		
4. Studies his data to see if he needs to gather more data before coming to a conclusion.		
* 5. Tests hypotheses against data.		
* 6. Generalizes from data.		
7. Organizes information according to some logical pattern.		
USES EFFECTIVE GEOGRAPHIC SKILLS.		
* 1. Compares distances.	X	
* a. Compares distances with known distances.		
* 2. Compares areas with known areas.		
* 3. Knows cardinal directions.	X	
* 4. Knows intermediate directions.		
5. Sets a directional course and follows it.		
6. Interprets maps and globes.		
a. Interprets different types of map symbols.		
* 1) Understands the use of symbols to represent reality.		

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
otes opportunities of witness to observe place r event, how closely he did observe, his train- ng and qualifications for observing or study- ng places or events, the time elapsing between bservation and the writing of the account.			X	
otes author's training, position, status in rofession, sources of information, techniques or collecting and analyzing data, etc.			X	
the completeness of data and is wary of ations based on insufficient evidence.				X
ANALYZES INFORMATION AND DRAWS CONCLUSIONS. s differences among data.			X	
es data.			X	
reviously-learned concepts and generalizations ta.		X	X	X
is data to see if he needs to gather more re coming to a conclusion.		X		
otheses against data.			X	X
es from data.		X	X	X
information according to some logical pattern.				X
E GEOGRAPHIC SKILLS. distances.	X	X		
res distances with known distances.			X	X
areas with known areas.			X	
dinal directions.	X			X
ermediate directions.				X
rectional course and follows it.				X
s maps and globes.		X		
prets different types of map symbols.		X		
nderstands the use of symbols to represent eality.			X	X

duced in earlier courses.

	RURAL URBA (U.S.
* 2) Uses pictorial and semi-pictorial symbols on a map.	X
* 3) Interprets symbols for land and water on a globe.	
* 4) Understands use of color layers; interprets color layers in terms of legend rather than in the same way all the time.	
5) Interprets shading in order to visualize surface relief.	
* 6) Uses legend to interpret symbols.	
* b. Identifies directions on maps and globes.	X
* c. Orients a map (to the north, in the direction which one is going, with another map or globe).	
d. Uses map scale to estimate distances on maps and globes.	X
e. Recognizes distortions on maps.	
f. Differentiates between large-scale and small-scale maps and knows when to use each.	
HAS A WELL-DEVELOPED SENSE OF TIME.	
* 1. Differentiates between past and present.	X
* 2. Has a sense of the passage of time.	
* 3. Compares lengths of periods.	
* 4. Makes and interprets simple timelines.	
5. Looks for relationships among events.	
COMMUNICATES EFFECTIVELY.	
1. Clarifies his purpose or theme.	
2. Organizes his materials to fit his theme and follows his organization.	
3. Uses techniques to clarify ideas and arouse interests.	
4. Checks his writing for errors.	
5. Uses only a few notes for oral reports and discussions.	
6. Limits the length of his talk or his part in a	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
Uses pictorial and semi-pictorial symbols on a map.	X			X
Interprets symbols for land and water on a globe.			X	
Understands use of color layers; interprets color layers in terms of legend rather than in the same way all the time.		X	X	
Interprets shading in order to visualize surface relief.		X		
Uses legend to interpret symbols.			X	X
tifies directions on maps and globes.	X	X	X	X
nts a map (to the north, in the direction which is going, with another map or globe).		X		
map scale to estimate distances on maps and es.	X	X	X	X
gnizes distortions on maps.		X		
erentiates between large-scale and small-scale and knows when to use each.			X	
EVELOPED SENSE OF TIME.				
tiates between past and present.	X			
nse of the passage of time.		X		
lengths of periods.		X		
d interprets simple timelines.				X
r relationships among events.			X	
EFFECTIVELY.				
s his purpose or theme.		X		
s his materials to fit his theme and follows nization.		X		
hniques to clarify ideas and arouse interests.		X		
is writing for errors.		X		
y a few notes for oral reports and discussions.		X		
he length of his talk or his part in a				

oduced in earlier courses.

	RURAL URBAN (U.S.)
discussion.	
WORKS EFFECTIVELY WITH OTHERS.	
1. Helps create and sustain an atmosphere in which all members of the group feel secure and anxious to participate.	
2. Accepts his share of the responsibility for the work of a group; participates without trying to dominate.	
* 3. Is able to empathize with others.	

* Introduced in earlier courses.

	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
iscussion.		X		
EFFECTIVELY WITH OTHERS. elps create and sustain an atmosphere in which all embers of the group feel secure and anxious to articipate.		X	X	
ccepts his share of the responsibility for the work f a group; participates without trying to dominate.		X	X	
s able to empathize with others.			X	

* Introduced in earlier courses.

	SEQUENTIAL DEVELOPMENT OF ATTITUDINAL BEHAVIORS	RURAL & URBAN (U.S.)	GC MI
*	1. Is curious about social data and human behavior and desires to study further in the social sciences.		
	2. Is committed to the free examination of social attitudes and data. Searches actively to understand different points of view.		
	3. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.		
	4. Feels that he should reserve judgement or postpone the formation of even a tentative conclusion if he has not gathered adequate, valid, reliable information.	X	
*	5. Appreciates the cultural contributions of other races, nationalities, religions, and countries.	X	
	6. Believes that people of different backgrounds, interests, abilities, and persuasions can contribute to American society.	X	
*	7. Is sensitive to the feelings of others.	X	
*	8. Values human dignity.	X	
	9. Accepts laws until they can be changed by peaceful means.		
	10. Accepts the will of the majority until it can be changed by peaceful means.		
	11. Values procedural safeguards needed for a fair trial of those accused of crimes.		

* Introduced in earlier courses.

DEVELOPMENT OF ATTITUDINAL BEHAVIORS	RURAL & URBAN (U.S.)	GOLD MINING	MANUS	PARIS
bout social data and human behavior and tudy further in the social sciences.		X	X	X
to the free examination of social d data. Searches actively to understand ints of view.			X	
of the finality of knowledge; considers ns and theories as tentative, always hange in the light of new evidence.		X		
e should reserve judgement or postpone the even a tentative conclusion if he has not quate, valid, reliable information.	X			
the cultural contributions of other races, s, religions, and countries.	X		X	X
people of different backgrounds, interests, nd persuasions can contribute to American	X			
to the feelings of others.	X			X
dignity.	X			X
until they can be changed by peaceful		X		
will of the majority until it can be eaceful means.				X
dural safeguards needed for a fair trial used of crimes.		X		

ed in earlier courses.